**Subject Description Form**

Please read the notes at the end of the table carefully before completing the form.

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>GEC1A02</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Title</td>
<td>Human Relationships and the Cyberworld</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3</td>
</tr>
<tr>
<td>Level</td>
<td>1</td>
</tr>
<tr>
<td>Pre-requisite / Co-requisite / Exclusion</td>
<td>Nil</td>
</tr>
</tbody>
</table>

**Objectives**

In this subject, the following cluster specific attributes will be emphasized:

- Reflection on individual moral character
- Informed citizenship
- Reflection on one’s own existence and search for meaning
- Explore theories of Human Nature and development
- Relate to “The Other”
- Explore spirituality
- Dimensions of wellness

This subject explores the impact of the Cyberworld on the young adults’ lifestyle and interpersonal relationships from the ethical, the moral and the wellness perspectives. Students will sharpen their moral awareness about their personal choices in entering into the Cyberworld, with their critical thinking ability cultivated and applied.

**Intended Learning Outcomes**

(Note 1) Upon completion of the subject, students will be able to:

(a) IDENTIFY the moral implications for the change of conceptions of one’s personal identity as constructed through the Cyberworld;

(b) COMPARE the pros and cons of the moral and the ethical impact from the Cyberworld on personal development and human relationships;

(c) APPLY critical thinking methods in analyzing the moral challenges the Cyberworld might bring about and the methods of protecting one’s lifestyle against the adverse effects from the virtual activities;

(d) DESCRIBE the contentious issues arising from the Cyberworld as documented in the related literature.

(e) READ with greater comprehension (ER).

(f) WRITE a research paper effectively (EW).

Please explain how the stated learning outcomes relate to the following three essential features of GUR subjects: Literacy, Higher order thinking, and Skills for life-long learning

Literacy
Students will write short, in-class reflective essays in alternate weeks, applying the critical thinking skills acquired, in response to issues discussed in lectures. Feedback to students' performance will be openly discussed in class by selecting sample reflective essays in order to help them identity, describe and analyze the topics. Also, students will be doing intensive reading on the ethical and the moral issues arising from the Cyberspace, assessed by a quiz counting for 20% (ER). Finally, they will be guided to select and analyze contentious ethical issues about the Cyberspace as documented in the related literature in a term paper worth 30% (EW).

[Intended Learning Outcomes (a), (b), (c), (d), (e) and (f).]

Higher order thinking
An analytical, multi-perspectival approach is adopted in this subject. Students will learn that for each of the moral and ethical issues discussed, the pros and cons need to be systematically constructed, articulated and then assessed before one makes an educated judgment. This training will enrich students' higher-order thinking, useful for their theoretical and practical thinking when dealing with the controversial issues of the Cyberspace.

[Intended Learning Outcomes (b), (c).]

Life-long learning
This subject aims at sharpening students’ moral awareness of the intimate connections between personal choices and the interpersonal relationships in the Cyberworld. Equipped with the analytical tools, students will be able to apply their enhanced sensitivity and sharpened awareness in their life-long explorations in the Cyberworld.

[Intended Learning Outcomes (a), (b), (c) and (e).]

Subject Synopsis/Indicative Syllabus
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The Cyberspace has irrevocably changed our conceptions of self-identity, the interpersonal and the intrapersonal relationships. This subject aims to explore the ethical, the moral and the wellness dimensions of the personal behavior in the online world, as well as the implications for the social ethics of the Internet networking of human relationships. Methods of critical thinking to be constructed in this subject will enhance students’ ability to make sound judgments in face of the complicated Cyberspace.

1. Identity Crisis in the Cyberspace
   Personhood; human identity; conceptions of self; bodiless identity; cyborg; second lives; self-multiplicity; cultural prerogative of a unitary self

2. Online Conceptions of Self, Friendship and Love
   Online chat and dating; deception and misrepresentation; virtual idealization; changing conceptions of physical and perceptual space; cyberlove; online infidelity; match.com; online communities of Wikipedia, Facebook and Youtube; blogging; online morality

3. Interpersonal and Intrapersonal Communications
   Mediated environments; presentation of self in the Internet environment; alienation; cyber humanity; cyber bullying; anonymity; ethics of email; surveillance societies

4. Autonomy, Antisocial Behaviour and Internet Crimes
   Virtual cue-filtered-out approach; social identity; self-awareness; responsibility and self-esteem; cyber grooming; hacking and modern robing hoods; cyber theft; privacy
5. Internet Addiction and Health Problems
   Onlineholics; patterns of addictive behavior; case studies on online
   fatigue and abusive behavior; dimensions of a healthy lifestyle; moral
   right and responsibilities for the personal choices of lifestyle

6. Concluding Reflections
   Towards a unified theory of cyber ethics; cyber humanity; critical
   thinking and personal choices; decision making and responsibility

**Teaching/Learning Methodology**

**Format of Teaching and Learning**
   This subject is composed of lectures, tutorials, two quizzes, an intensive
   reading of 200-page literature, and a guided writing process of a term-
   paper of 2500 words (ER and EW components, to be jointly supported
   by ELC reading and writing activities). The lectures run with interactive
   Q and A sessions, documentaries clips and case-studies shown for
   discussion purpose and short reflective writings. A quiz will be
   conducted for the assessment of the intensive reading of literature (ER)
   and another quiz is to assess students’ understanding of the subject
   material. A critical analysis of personal experience with the
   Cyberworld, coupled with reflections on the relevant literature, will also
   form the foci of the tutorial discussion and content of a possible topic
   for a term paper.

**Interactive Teaching and Learning**
   In-class reflective writings in the end of every other lectures will be
   conducted. Samples of excellent answers and common pitfalls
   committed will then be discussed in the next lecture. This interactive
   teaching and learning will facilitate students’ learning and increase their
   motivation to participate.

**Critical Thinking**
   Students will first acquire critical thinking skills to be applied in this
   subject. They will then be introduced to the complex structure and
   features of the moral and the ethical decisions made within the current
   Cyberworld.

**Case-Studies**
   Case-studies of the existing Cyberworld will be discussed, and students
   are required to select relevant cases by themselves and share their
   personal experience of the use of the Internet. This paves the way
   towards their critical reflection on the challenging moral dilemma and
   ethical problems in this area.

**Multi-media Teaching and Learning**
   Extracts from films and documentaries will be used as an entry point for
   students to start thinking through the contentious issues. Discussion in
   class will begin with these multi-media aids and then students will be
   guided to the more theoretical and complex issues.

**Quizzes**
   One of the quizzes is to assess students’ understanding of the subject
   material. Another is to assess students’ understanding of the required
   reading, fulfilling the ER requirement. Each quiz carries 20 marks.

**ER and EW Components**
   For the ER component, students will be reading the relevant chapters
from a book, amounting to 200 pages. They will be provided with
guided reading questions and a glossary. A quiz counting for 20 marks
will form an assessment. Students will be encouraged to take part in the
reading support activities organized by the ELC whenever available,
while that part of participation will not be assessed.

For the **EW** component, students will be required to submit their first
draft not later than week 10, and the revised draft not later than week
12. For the submission of their final version of 2500 words not later
than week 15, they are required to attach their first and revised drafts to
see their progress. ELC will provide the writing support activities
(including lectures and small-group tutorials on the skills of writing a
research paper in terms of the choice of diction, styles, formats and
citing references), and be responsible for the marking of their language
performance, worth 10 marks. The instructor of the subject will be
responsible for the marking of the content of the term paper, worth 30
marks.

Close communication will be maintained with colleagues from ELC in
order to secure effective implementation of the **ER** and the **EW**
components.

### Assessment Methods in Alignment with Intended Learning Outcomes

*(Note 4)*

<table>
<thead>
<tr>
<th>Specific assessment methods/tasks</th>
<th>% weighting</th>
<th>Intended subject learning outcomes to be assessed (Please tick as appropriate)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>a</td>
</tr>
<tr>
<td>1. Tutorial participation and in-class reflective exercises</td>
<td>20%</td>
<td>✓</td>
</tr>
<tr>
<td>2. Quiz on reading <strong>(ER)</strong> Quiz on the subject material</td>
<td>20%</td>
<td>✓</td>
</tr>
<tr>
<td>3. Term Paper <strong>(EW)</strong></td>
<td>30%</td>
<td>✓</td>
</tr>
<tr>
<td>4. ELC writing support activities</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

### Student Study Effort Expected

<table>
<thead>
<tr>
<th>Class contact:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>26 Hrs.</td>
</tr>
<tr>
<td>Tutorial</td>
<td>13 Hrs.</td>
</tr>
</tbody>
</table>

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Other student study effort:

- Self study 40 Hrs.
- Reading and writing 40 Hrs.

Total student study effort 119 Hrs.

Reading List and References

Please indicate clearly in this section if the subject should have an “R” designation. If so, subject proposers should also indicate clearly which items on the Reading List constitute the expected reading requirement and include the page numbers.

Required Reading (as Additional Extensive Reading for a “ER” subject)

to 200 pages, will be adopted as the required reading for the ER. A study guide including reading review questions and a glossary will be provided.)


Reference List (for a “EW” subject)

Potential sources for a research paper as an EW subject, and suggested questions will be provided as a guide for the writing of the term paper.


Note 1: Intended Learning Outcomes
Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

**Note 2: Subject Synopsis/ Indicative Syllabus**
The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

**Note 3: Teaching/Learning Methodology**
This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

**Note 4: Assessment Method**
This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.
<table>
<thead>
<tr>
<th>Subject Offering Department</th>
<th>GEC</th>
</tr>
</thead>
</table>
| Cluster Area                | ☑   Human Nature, Relations and Development  
|                             | ☐ Community, Organization and Globalisation  
|                             | ☐ History, Cultures and World Views  
|                             | ☐ Science, Technology and Environment  |
| Medium of Instruction       | English |
| Requirements intended to fulfil | ☑ China-Study Requirement (CSR)  
|                             | ☑ English Reading (ER) and English Writing (EW)  
|                             | ☐ Chinese Reading (CR) and Chinese Writing (CW)  |